



## EVALUATION GUIDANCE: NEGATIVE IMPACT ON STUDENT LEARNING

**IC 20-28-11.5-4 (c) A plan must include the following components:**

**(6)** A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

**IC 20-28-11.5-8** To implement this chapter, the state board shall adopt rules that establish standards that define actions that constitute a negative impact on student achievement.

### Regulations

**511 IAC 10-6-4 (c) Negative impact on student learning shall be defined as follows:**

**(1)** For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.

**(2)** For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

**(d)** The department will provide guidance to districts on the best selection of assessments.

Indiana law required the State Board of Education (SBOE) to adopt rules that established standards to define actions that constitute a negative impact on student achievement. These standards apply to teachers with Indiana Growth Model data and teachers of non-tested subjects. This document provides guidance on integrating the definitions of negative impact on student achievement and growth into locally developed staff performance evaluation systems.

## NEGATIVE IMPACT ON STATEWIDE ASSESSMENTS

Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth. The department will calculate negative impact for all teachers with Indiana Growth Model data. The determination of negative impact is based on two key variables:

- 1. Mean ISTEP+ scale score** – ISTEP+ scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next.
- 2. Median student growth percentile** - The median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

The criteria for both variables must be met in order for a teacher to be identified as negatively impacting student learning. This rigorous requirement supports an accurate identification of negative impact and protects against statistical anomalies.

For example, if a teacher's students' mean ISTEP+ scale score decreases by 15 scale points or more from one year to the next AND the teacher's students' median student growth percentile is 15 or below, then the teacher is identified as having a negative impact on student learning.

**IF (year 1 mean) – (year 2 mean)  $\geq$  15 AND (year 2 median)  $\leq$  15 THEN negative impact**

The calculation of these cut scores is based on data collected over the 2011-2012 school year. The department will refine these values as additional data become available.

## NEGATIVE IMPACT ON LOCALLY SELECTED ASSESSMENTS (non-tested subjects)

School corporations are required to define negative impact on student learning for teachers who do not have data from the Indiana Growth Model. Although the SBOE provides flexibility in how negative impact is defined for locally selected assessments, definitions need to address three key areas:

1. **Academic standards** – the subject or content standards teachers are responsible for teaching.
2. **Demonstration of mastery**–the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
3. **Significant number of students** – the number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning. The IDOE recommends at least 10 students be assigned to a specific teacher.

Local definitions of negative impact on student learning should be based on the objective measures of student achievement and growth selected for use in teachers' performance evaluation systems. Criteria for the three key areas mentioned above should be defined as teachers and administrators collaborate to set expectations for student learning and teacher performance at the beginning of each school year.

The criteria that define negative impact on student learning for teachers of non-tested subjects should be as rigorous as those that define negative impact on student learning for teachers with Indiana Growth Model data.

### Example 1: Kindergarten – 2nd Grade Teacher

Teacher(s): Kindergarten, 1<sup>st</sup> Grade, 2<sup>nd</sup> Grade

Pre-Work: Step 1	Approved Assessment	Assessment: <b>mCLASS</b>		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	Level of Student Preparedness	High – <b>5 (Green on Fall mCLASS)</b> Medium – <b>7 (Yellow on Fall mCLASS)</b> Low – <b>3 (Red on Fall mCLASS)</b>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 4 of 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.</i>	<i>Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.</i>
Negative Impact	<i>Less than 3 students increase one color level and/or 7 students decrease in level between the fall and spring test.</i>			

## Example 2: 5<sup>th</sup> or 7<sup>th</sup> Grade Social Studies Teacher

Teacher(s): 5<sup>th</sup> or 7<sup>th</sup> Grade Social Studies Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <b><i>Social Studies ISTEP+</i></b>		
	Approved Mastery Score	Score: <b><i>Pass</i></b>		
Pre-Work: Step 2	Level of Student Preparedness	High – <b>3</b> Medium - <b>15</b> Low - <b>5</b>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<b><i>At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i></b>	<b><i>At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i></b>	<b><i>At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i></b>	<b><i>Fewer than 12 out of 23 students achieve a Pass or Pass + on the Social Studies ISTEP+ Assessment.</i></b>
Negative Impact	<b><i>Fewer than 11 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i></b>			

## Example 3: Elementary Music Teacher

Teacher(s): Elementary Music Education Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <b><i>Teacher Created Rubric Assessment</i></b>		
	Approved Mastery Score	Score: <b><i>6 out of 9 Rubric Points</i></b>		
Pre-Work: Step 2	Level of Student Preparedness	High – <b>5</b> Medium - <b>12</b> Low - <b>4</b>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<b><i>At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i></b>	<b><i>At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i></b>	<b><i>At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i></b>	<b><i>Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i></b>
Negative Impact	<b><i>Fewer than 12 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i></b>			

## Example 4: Elementary English Language Learner

Teacher(s): Elementary English Language Learner (ELL)

Pre-Work: Step 1	Approved Assessment	Assessment: <b><i>LAS Links Assessment</i></b>		
	Approved Mastery Score	Score: <b><i>Maintain or increase proficiency level, depending on starting point.</i></b>		
Pre-Work: Step 2	Level of Student Preparedness	High – <b><i>1 student at Proficiency Level 4</i></b> Medium - <b><i>3 students at Proficiency Level 3</i></b> Low – <b><i>4 students at Proficiency Level 1 or 2</i></b>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<b><i>At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i></b>	<b><i>At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i></b>	<b><i>At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i></b>	<b><i>Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i></b>
Negative Impact	<b><i>Fewer than 2 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i></b>			

## INCLUSION IN SUMMATIVE RATING

Teachers and administrators should have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle, as well as the procedures by which a teacher's rating will be adjusted if he or she is identified as negatively impacting student learning. A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of effective or highly effective. The final evaluation rating will either be improvement necessary or ineffective and will depend on the combination of all measures included in the performance evaluation.